I consider it a great privilege to write a foreword to this book entitled “Basic Principles of Psychology for Nursing Students.”

The textbook complies all the essential chapters like biology of behaviour, cognitive process, personality development, motivation principles, mental health development, and psychology and psychological assessment. It has been dealt with in simple English comprehensively and introduction of the concept of instant assessment through MCQs at the end of each chapter is quite inviting for the reader.

I am sure that while it would benefit the Nursing students a lot, other students of Allied Health Sciences can also use this as a reference book. Principles of psychology is important for every student in a healthcare setting.

I wish to congratulate the author Dr. P. Vijayalakshmi on her effort.

Dr. P.V. Vijayaraghavan
Vice-chancellor

Writing books for students is an art, that too in an area which is important not only for their educational qualification, but also for building human character. In an era, when stress and psychological aberrations play key roles in determining the quality of life of the youth, the effort of Dr. P. Vijayalakshmi to write a book on “Basic Principles of Psychology for Nursing Students” is laudable.

The end-to-end coverage of knowledge dissemination through this book encompasses all aspects of general and clinical psychology in 20 chapters on a block-based approach. The configuration of chapters of the book has learning objectives, structure and learning outcomes. A chapter on various psychological assessment methods and tools have also been included.

The language used is simple and easy to understand by undergraduate students with every chapter having a section on self-evaluation.

Overall, I congratulate Dr. P. Vijayalakshmi for writing this book and wish her every success for this academic contribution. I am sure that the book would be useful not only for Nursing students, but also to all disciplines of students who desire to have a comprehensive knowledge on Psychology.

S.P. Thyagarajan
Professor of Eminence and Dean (Research)
“Basic Principles of Psychology for Nursing Students” is a comprehensive book that is designed for all student nurses who are taking up Diploma and Bachelor in nursing programs as well as for the registered nurses who would like to enrich their practice as nurse practitioners. Psychology as a subject must provide adequate insight for the aspiring nurses who will embark into the caring profession which requires adjustment to the behaviour of the patients and those around them. Among these concepts are the following: the psychology of nursing care and the psychological intervention like the therapeutic smile, mental health, growth and development. The basic concepts of psychology are also presented in this book, since it is very important as the author views it, that all nurses must also know and understand the origin and the development of psychology as a science.

Psychology helps nurses to understand the patients and their diseases in a better way. As there is close relationship between mind, body and spirit, most of the physical disorders are related to mind. Hence, the treatment for only body may not help the patients. Patients differ in their personality, motivation, intelligence, attitudes, aptitudes, learning, thinking, emotion, etc. Each of these processes has its role in determining the disease condition of the patient. Knowledge of psychology helps nurses to understand the role of these psychological processes in causing different diseases. Nurses can make use of various methods, materials, tests, etc. explained in psychology to assess the patients. Accurate assessment helps in ensuring appropriate treatment, nursing care and early cure. The frustrations, conflicts, stress and emotions cause psychosomatic disorders. Such disorders need treatment for both body and mind. Role of nurses in treatment of these patients is very important. Indian Nursing Council (INC) has done a right job by including all the essential chapters in the syllabus for students of nursing. Attempts have been made to give suitable explanation along with appropriate examples. Psychology is such a vast subject that it is very difficult to include all the points in a book. Hence, the points prescribed in syllabus are explained in a precise way, so as to enable the nurses of today to enrich their knowledge and to meet the challenges they encounter in their profession.

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I take immense pleasure in thanking Mrs. Meryn Selvanayagam, M.A., B.Ed., Lecturer, Department of Allied Health Sciences, Sri Ramachandra Institute of Higher Education and Research, for her constant support on linguistic edition.

The author is particularly thankful to the Directors Sri Niraj Pandey and Sri K.N. Pandey, and other staff of Himalaya Publishing House Pvt. Ltd. without whose efforts, this book would not have come out in time and in such an elegant form.

Authors
Syllabus

Learning Objectives

• To describe the history, scope and methods of psychology
• To explain the biology of Human behaviour and describe various cognitive process and their applications
• To describe motivation, emotions, stress, attitudes and their influence on behaviour
• To explain the concepts of personality and its influence on behaviour
• To describe psychology of people during the life cycle
• To describe the characteristics of mentally healthy person
• To explain ego defence mechanisms
• To explain the psychological assessment and role of a nurse

Sr. No. Modules/Units

1. Introduction
   • History and origin of science of Psychology
   • Definitions and scope of Psychology
   • Relevance to Nursing
   • Methods of Psychology

2. Biology of Behaviour
   • Body-mind relationship modulation process in health and illness
   • Genetics and behaviour: Heredity and environment
   • Brain and behaviour: Nervous System, Neurons and synapse
   • Association Cortex, Right and Left Hemispheres
   • Psychology of Sensations
   • Muscular and glandular controls of behaviour
   • Nature of behaviour of an organism/integrated responses

3. Cognitive Processes
   • Attention: Types, determinants, duration and degree, alterations
   • Perception: Meaning, principles, factors affecting, errors
   • Learning: Nature, types, learner and learning factors influencing, laws and theories, process, transfer, study habits
   • Memory: Meaning, types, nature factors influencing, development theories, and method of memorizing and forgetting
   • Thinking: Types and levels, stages of development, relationship with language and communication
   • Intelligence: Meaning, classification, uses, theories
   • Aptitude: Concept, types, individual differences and variability
   • Psychometric assessments of cognitive processes
   • Alternations in cognitive processes
   • Applications
4. **Motivation and Emotional Processes**
   - Motivation: Meaning, concepts, types, theories, motives and behaviour, conflicts and frustration, conflict resolution
   - Emotions and stress
   - Emotions: Definition, components, changes in emotions, theories, emotional adjustments, emotions in health and illness
   - Stress: Stressors, cycle, effect, adaptation and coping
   - Attitude: Meaning, nature, development, factors affecting
   - Behaviour and attitudes
   - Attitudinal change
   - Psychometric assessments of emotions and attitudes
   - Alterations in emotions
   - Applications

5. **Personality**
   - Definitions, topography, types, theories
   - Psychometric assessments of personality
   - Alterations in personality
   - Applications

6. **Developmental Psychology**
   - Psychology of people at different ages from infancy to old age
   - Psychology of vulnerable individuals – challenged, women, sick, etc.
   - Psychology of groups

7. **Mental Hygiene and Mental Health**
   - Concepts of mental hygiene and mental health
   - Characteristics of mentally healthy person
   - Warning signs of poor mental health
   - Promotive and preventive mental health strategies and services
   - Ego defence mechanisms and implications
   - Personal and social adjustments
   - Guidance and counseling
   - Role of nurse

8. **Psychological Assessments**
   - Principles, types, development, characteristics, uses, interpretations and role of a nurse in psychological assessment
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Learning Outcomes:

After completion of this unit students will be able to

- Understand the basic concepts of psychology
- Know the history and scope of psychology
- Identify the aim of psychology
- Describe the early and modern schools of psychology

Structure:

1.1 Introduction
   1.1.1 Definitions
   1.1.2 Aims of Psychology
1.2 History and origin of the science of psychology
   1.2.1 History
   1.2.2 Women in Psychology
1.3 Early Schools
   1.3.1 Structuralism
   1.3.2 Functionalism
1.4 Modern Schools of Psychology
   1.4.1 Gestalt Psychology
   1.4.2 Psychoanalysis
   1.4.3 Behaviourism
   1.4.4 Humanistic Psychology

- Recap
- Evaluate
- Key Terms
1.1 INTRODUCTION

Psychologists study human and animal behaviour that, ranges across lower biological levels to higher social and cultural levels. The same behaviours can be studied and explained within psychology at different levels of explanation. The word psychology is derived from two greek words, psycho and logos. ‘Psyche’ means ‘soul’ and Logy means ‘the study of’.

Psychology was a branch of philosophy until the 1870s. The first psychologists were philosophers, but the field became more objective as more sophisticated scientific approaches were developed and adopted. Some of the most important historical schools of psychology include structuralism, functionalism, behaviourism, humanistic and psychodynamic psychology. Cognitive psychology, Evolutionary psychology, Neuro psychology, Forensic psychology and social-cultural psychology are some of the important contemporary approaches.

1.1.1 Definitions

Psychology is the Science of Mental Life, both of its phenomena and their conditions. The phenomena are such things as we call feelings, desires, cognitions, reasoning, decisions, and the like. (William James, 1890)

Psychology is defined as the ‘Scientific study of the behaviour of living creatures in their contact with the outer world’.(Kurt Koffka, 1925).

Clifford T Morgan says, psychology is the science of human and animal behaviour and it includes the application of this science to solve a problem of human behaviour.

Presently psychology is defined as the “Scientific study of behaviour (human beings and lower animals) and mental processes”. It can be seen that the variables in psychology are scientific procedures behavior, and mental processes. Scientific procedures include systematic observation and experimentation to gather data, behaviour focuses on the factual information and mental process indicates to any form of thought processing which takes place in the organism from birth till the death of the individual.

1.1.2 Aims of Psychology

The prime aim of psychology is to describe, explain, predict and control behaviour and mental processes. To describe we mean to find out how and why the behaviour, exploring the various causes for the particular behaviour. To explain means, we need to understand, gather the information and gain better perspective of the behaviour through the observation, interview, case study and survey. We conduct experiments to ensure that the behaviour is not an anomaly. For instance, why a student is not successful in passing the examinations could be understood by exploring the various causes like poor study habits, lack of concentration, poor memory, uninterested in the subject, lack of motivation, or due to personal or other family problems, and by describing as well as explaining such behaviours. To predict means, to foretell or to tell in advance at least to some extent the occurrence of such behaviours. For example, poor study habits may lead to failure in the examinations. To control refers
to minimise or stop the occurrence of particular behaviour by using various psychological techniques or treatment. Psychology further aims at solving ‘real-life’ problems. The various activities like: Psycho-therapist talking to a worried client, the Educational Psychologist advising a school board on a new curriculum, the Clinical Psychologist supervising group therapy in a mental hospital and the Industrial psychologist trying to lessen tensions between management and workers in a large industry, all aim at minimising the intensity of real life problems.

1.2 HISTORY AND ORIGIN OF THE SCIENCE OF PSYCHOLOGY

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<tr>
<th>Sl. No.</th>
<th>Year</th>
<th>Psychologists</th>
<th>Contribution</th>
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<tbody>
<tr>
<td>1</td>
<td>428-347 BC</td>
<td>Plato</td>
<td>Brain is the mechanism of mental processes.</td>
</tr>
<tr>
<td>2</td>
<td>384-322 BC</td>
<td>Aristotle</td>
<td>Heart is the mechanism of mental processes.</td>
</tr>
<tr>
<td>3</td>
<td>1596-1650</td>
<td>Rene Descartes</td>
<td>Passions of the Soul</td>
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<tr>
<td>4</td>
<td>1632-1704</td>
<td>John Locke</td>
<td>Philosophy of mind</td>
</tr>
<tr>
<td>5</td>
<td>1774 AD</td>
<td>Franz Mesmer</td>
<td>Concept of hypnosis</td>
</tr>
<tr>
<td>6</td>
<td>1801-1887</td>
<td>Gustav Fechner, Ernst Heinrich</td>
<td>‘Just Noticeable Difference,’’ known as Weber’s Law.</td>
</tr>
<tr>
<td>7</td>
<td>1809-1882</td>
<td>Charles Darwin</td>
<td>Survival of the fittest.</td>
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<tr>
<td>8</td>
<td>1848</td>
<td>Phineas Gage</td>
<td>Area of the brain plays a role in personality.</td>
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<tr>
<td>9</td>
<td>1861</td>
<td>Paul Broca</td>
<td>Left frontal lobe that plays a key role in language development</td>
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<tr>
<td>10</td>
<td>1869</td>
<td>Sir Francis Galton</td>
<td>Intellectual abilities are biological in nature</td>
</tr>
<tr>
<td>11</td>
<td>1874</td>
<td>Carl Wernicke</td>
<td>Frontal lobe, the ability to understand or produce language</td>
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<td>12</td>
<td>1878</td>
<td>G. Stanley Hall</td>
<td>American Psychological Association.</td>
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<td>13</td>
<td>1879</td>
<td>Wilhelm Wundt</td>
<td>First formal laboratory of Psychology at the University of Leipzig</td>
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<td>14</td>
<td>1885</td>
<td>Herman Ebbinghaus</td>
<td>Nonsense syllable as a means to study memory processes</td>
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<td>15</td>
<td>1886</td>
<td>Sigmund Freud</td>
<td>The beginning of personality theory</td>
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<td>16</td>
<td>1890</td>
<td>James Cattell</td>
<td>“Mental Tests”</td>
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<td>17</td>
<td>1890</td>
<td>Sir Francis Galton</td>
<td>the correlation to better understand the interrelationships</td>
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<tr>
<td>18</td>
<td>1890</td>
<td>William James</td>
<td>Principles of Psychology</td>
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<td>19</td>
<td>1895</td>
<td>Alfred Binet</td>
<td>First laboratory of psychodiagnosis</td>
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<td>20</td>
<td>1896</td>
<td>John Dewey</td>
<td>Functionalism</td>
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<td>21</td>
<td>1898</td>
<td>Edward Thorndike</td>
<td>Law of Effect</td>
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<td>22</td>
<td>1906</td>
<td>Ivan Pavlov</td>
<td>Classical Conditioning</td>
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<td>23</td>
<td>1911</td>
<td>Alfred Adler</td>
<td>Accusing Freud of overemphasising sexuality</td>
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<td>24</td>
<td>1911</td>
<td>Edward Thorndike</td>
<td>Operant Conditioning</td>
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<td>25</td>
<td>1912</td>
<td>Max Wertheimer</td>
<td>Gestalt Psychology.</td>
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<td>26</td>
<td>1913</td>
<td>John E. Watson</td>
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<td>27</td>
<td>1913</td>
<td>Carl G. Jung</td>
<td>Analytical Psychology.</td>
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<td>28</td>
<td>1917</td>
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<td>Army Alpha and Beta Tests</td>
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<td>29</td>
<td>1932</td>
<td>Jean Piaget</td>
<td>Cognitive development</td>
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<td>30</td>
<td>1932</td>
<td>Walter B. Cannon</td>
<td>Fight or flight phenomenon</td>
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<td>31</td>
<td>1935</td>
<td>Henry Murray</td>
<td>Thematic Apperception Test (TAT)</td>
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<td>32</td>
<td>1936</td>
<td>Egas Moniz</td>
<td>Frontal lobotomies</td>
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<td>1942</td>
<td>Carl Rogers</td>
<td>Counselling and Psychotherapy’</td>
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<td>34</td>
<td>1950</td>
<td>Erik Erikson</td>
<td>Childhood and Society</td>
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<td>35</td>
<td>1953</td>
<td>B.F. Skinner</td>
<td>Behavioural therapy</td>
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<td>36</td>
<td>1954</td>
<td>Abraham Maslow</td>
<td>Humanistic Psychology</td>
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<td>37</td>
<td>1961</td>
<td>Carl Rogers</td>
<td>‘On Becoming a Person,</td>
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<td>38</td>
<td>1963</td>
<td>Alfred Bandura</td>
<td>Observational Learning</td>
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<td>39</td>
<td>1963</td>
<td>Lawrence Kolberg</td>
<td>Morality development</td>
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<td>40</td>
<td>20th and 21st century</td>
<td>Linda Bartoshuk, Daniel, Kahneman, Elizabeth, Loftus, George Miller</td>
<td>An important contribution in neuroscience, an understanding of how people develop and are influenced by social norms.</td>
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</table>

**Fig. 1.1: Roots of Psychology**
Psychology as a science branched out from philosophy. During the mid-1800s, physiologists developed scientific explanations for sensations and showed how scientific methods could be applied to understand the human behaviour and mental processes.

Psychology as a self-conscious field of experimental study began in 1879, when Wilhelm Wundt established the first psychological laboratory at Leipzig. Wundt began the field known as structuralism, a school of psychology whose goal was to identify the basic elements or structures of psychological experience. Edward B. Titchener who was his student, developed his own approach to study psychology called structuralism, which emphasised the study of basic structures of consciousness and believed that all human mental experience could be understood as a combination of simple elements or events. He used introspection, to study an individual’s response to basic sensations and perceptions.

Towards the end of the 19th century, William James stressed the purpose and functions of behaviour and mental experiences such as direct observation and emphasised individual differences. Functionalism had an impact on education and applied psychology.

James McKeen Cattell adapted Francis Galton’s anthropometric methods to generate the first programme of mental testing in the 1890s. The development of scientific thinking in psychology gained momentum with the German psychologist, Hermann Ebbinghaus, who was a pioneer in the experimental study of memory and forgetting. Ivan Pavlov discovered the learning principle of classical conditioning, while he was experimenting with his dog.

In the beginning of the 20th century, Sigmund Freud challenged both the structuralists and the functionalists with his new school of thought called psychoanalysis. The importance of the unconscious impulses contributed to the development of an adult. Psychology is an approach to understanding of human behaviour that focuses on the role of unconscious thoughts, feelings, and memories. He emphasised the study on personality and behaviour of an individual. His analyses evidenced that human behaviour was either motivated or triggered by unconscious conflicts of the mind that were sexual or aggressive by nature. According to Freud, early childhood experience and unconscious impulses contributed to the development of adult personality and his view had an enormous impact and influenced not only the field of mental health, but also art and literature.

Behaviourism is based on the premise that it is not possible to objectively study the mind, and therefore, the psychologists should limit their attention to the study of behaviour itself. It challenged the concept of the unconscious behaviour emphasised on the observable behaviour. American Psychologist John B. Watson (1878–1958) was influenced largely by the work of the Russian physiologist Ivan Pavlov (classical conditioning) (1849–1936). B.F. Skinner developed operant conditioning approach further by showing how reinforcement and punishment influenced behaviour.

In the 1950s, yet another school of thought called the humanistic school, emerged, which emphasised the individual’s unique potential for psychological growth; the humanistic viewpoint talks about self-determination, free will self-actualisation and choice as being important aspects of human behaviour. Carls Rogers who developed client centred therapy and Abraham Maslow, who explained the concept of need hierarchy, were the founders of these schools. Humanistic perspective is a perspective in modern psychology which suggests the presence of free will in human being and is not simply under the control of various internal and external factors.
1.2.2 Women in Psychology

The contributions of many female thinkers – retain but for on psychology have long been ignored, but for the works of eminent women such as Margret Floy, Washburn, Karen Horney, Mary Ainsworth, Leta Hollingworth (1886-1939) and Christine Ladd-Franklin. Mary Ainsworth the developmental psychologist is best-known for her strange situation assessment of early childhood attachment. Sandra Bem is a contemporary psychologist known for her gender schema theory. She developed the Bem Sex Role inventory, which measures how well people fit into traditional gender roles and characterises personality as masculine, feminine, androgynous, or undifferentiated.

Karen Horney, a prominent psychoanalyst is known for her important contributions to psychology through her work with neurosis, feminine psychology, and self-psychology. Marry Calkins studied on memory in the early part of twentieth century.

Melanie Klein was an Austrian psychoanalyst best known for creating the therapeutic technique known as play therapy. She was one of the first people to use traditional psychoanalysis with children and the therapeutic techniques she used continue to have an important influence on contemporary child psychology. Anna Freud the daughter of Sigmund Freud has also made notable contributions to the treatment of abnormal behaviour.

1.3 EARLY SCHOOLS

1.3.1 Structuralism: Wilhelm Wundt (1832-1920)

Wundt considered to be the founder of Experimental Psychology., developed the first widely accepted school of thought, structuralism, which focused on the inner workings of consciousness. In 1879, he opened the first psychology laboratory at the University of Leipzig in Germany. Structuralism was later expanded by Titchener (1867-1927) Structuralism is an early school of thought emphasised that emphasised that all human mental experience can be understood as a combination of simple elements or events that can be analysed through introspection. Structuralism in brief refers to the images, sensation and feelings which contribute to form experience. It otherwise, deals with the structure of the mind or mental structure. Structuralism developed and used the technique called introspection. Introspection refers to self-analysis or self-examination or looking within oneself. The reports of the subjects allow the Psychologists to create interest on the structure that is worked upon. Presently, this school has more historical importance.
Structuralism attempted to study the conscious experience, the objective features such as sight or taste and subjective feelings such as responses, will and mental images. Structuralists believed that the mind functioned by creatively continuing elements of experience.

### 1.3.2 Functionalism

Functionalists such as William James (1842 - 1910), James Angell (1869 - 1949) Harvey Carr (1873 - 1954), at the University of Chicago proposed that psychology is the study of **how a mental process operates**. In brief, these early psychologists studied the ‘how of’ using the functions and behaviour. Functionalists focused on the purpose of consciousness and behaviour. Functionalism investigated adaptations or adjustment.

### 1.4 MODERN SCHOOLS OF PSYCHOLOGY

#### 1.4.1 Gestalt Psychology

This School of Gestalt psychology was founded in Germany about 1912 by Max Wertheimer (1880-1943) and his colleagues: Kurt Koffka (1886-1941) and Wolfgang Kohler (1887-1967). The German word Gestalt means “form” or “configuration,” and the Gestalt psychologists maintained that the mind should be thought of as resulting from the whole patterns of sensory activity and the relationships and organisations within this pattern. When
you look at the dots in the figure given below, your mental experience is not the just of the dots, or elements but of a circle and a square. It is the organisation of the dots and their relationships that give an idea that you perceived. Gestalt psychologists stated that mental experiences depend on the patterning and organisation of elements. In other words, according to the Gestalt psychologists, the organisation of the relationships of elements determines the mental experience a person has. Your mental experience is not just of the dots, or elements, but of a circle and a square sitting on a line. Gestalt psychologists believe that the mental experience depends on the patterning and organisation of elements and the mind is best understood in terms of the ways the elements are organised. Gestalt psychologists stated that experiences cannot be broken down to separate elements. Gestalt psychologists laid their basis on perception, and believed that perception is a copy of objects or a “mental image” of what has been perceived and thinking is a mechanical combination of those images.

Fig. 1.2: Perception of Patterns

1.4.2 Psychoanalysis

Psychoanalysis was founded in Vienna, Austria, by the Psychiatrist Sigmund Freud (1856-1938). In the course of his practice with neurotic patients, Freud developed a theory of behaviour and mind which said that much of what we do and think results from urges, or drives, which seek expression in behaviour and thought. A crucial point about these urges and drives, according to psychoanalytic theory, is that they are hidden from the awareness of the individual; they are, in other words, unconscious. It is the expression of the unconscious drives which shows up in behaviour and thought. The term unconscious motivation thus describes the key idea of psychoanalysis. Freud elaborated on this basic theme of unconscious motivation, a system of psychotherapy.
The psychoanalytic conception of human behaviour was developed by Sigmund Freud. Psychoanalytic ideas have had a profound influence on psychological thinking. The basic assumption of Freud’s theory is that much of our behaviour stems from processes that are unconscious. By unconscious processes Freud meant thoughts, fears, and wishes a person is unaware of, but which still influence behaviour. He believed that many of the impulses that are forbidden or punished by parents and society during childhood are derived from innate instincts. According to Freud, unconscious impulses find expression in dreams slips of speech, mannerisms, and symptoms of neurotic illness, as well as through such socially approved behaviour as artistic, literary, or scientific activity. The socially forbidden, personally unacceptable and painful desires, impulses, urges and wishes of the individual are being pushed away into the depths of the unconscious portions of the mind from the conscious layers. This process is called “repression”. According to psychoanalysis, the nature of the unconscious material may be made conscious and that helps to remember the accompanying affective components of the original experiences, which would help the individual to recover, this is called by Freud the method of “Free Association” and “Dream Interpretation”. The structure of mind deals with Id – the basic principles, the Ego – the reality principle, and the Superego or the conscious. Freud also evolved a theory of personality development running through certain stages of development which is known as theory of psycho-sexual development, dealing with the oral, anal, phallic, latency and the genital stage. Freud’s views have an enormous impact not only on the field of mental health but also on art and literature.

1.4.3 Behaviourism

This school of psychology originated with the American Psychologist John B. Watson (1878 - 1958), at Johns Hopkins University. Watson rejected mind as the subject of psychology and insisted that psychology be restricted to the study of behaviour – the observable (or potentially observable) activities of people and animals. Only the observable responses made by the subject were relevant. Behaviourism studies the observable behaviour and relationship between stimuli and responses. With the behavioural approach, a psychologist studies individuals by looking at their behaviour rather than at their internal workings. The view that behaviour should be the sole subject matter of psychology was first advanced by John B. Watson in the early 1900s. According to Watson, “if psychology were to be a science, its data must be observable and measurable.
According to behaviourist’s view, psychology should focus solely on observable, overt activities that can be measured in a scientific manner. For example, consider the question of what motivates people to work hard and spend efforts on their jobs. We cannot observe such work-motivation directly; it is an internal state that we assume, exists inside people and affects their overt behaviour. For example, – how long and hard they work at a given task – we can observe both the conditions. We believe that many influence motivation, such as the extent to which good performance is rewarded, and changes in overt behaviour that appear to be linked with motivation, such as actual output, number of errors and so on in the industrial or organisational set up. Since modern psychology, still focuses a great deal of attention on overt behaviour, this (motivation) remains an important perspective within the field.

Pavlov’s classical conditioning was based on the behaviouristic model. Watson pointed out to the laboratory experiments conducted by Ivan Pavlov in Russia as a model. Pavlov found that, dogs learnt to salivate when a bell is rung, if ringing the bells has been repeatedly associated with feeding. Pavlov explained the salivation in terms of the laboratory conditions, or conditioning. Salivation is an event that could be measured by the laboratory instruments.

Stimulus-Response Psychology is influential particularly because of the work of Harvard psychologist B.F. Skinner. Stimulus-Response Psychology (or S-R Psychology for short) studies the stimuli that elicit behavioural responses, the rewards and punishments that maintain these responses and the modifications in behaviour obtained by changing the patterns of rewards and punishments. A theory of learning can be developed by observing how learning can be done with the fewest of errors. Skinner introduced the concept of reinforcement to behaviourism.
Behaviourism is based on the learning model like observation, conditioning and modelling. The methods include all Behaviour Modification Techniques like Assertive Training, Role Modelling, Systematic Desensitization, Aversion Therapy etc. criticisms on Behaviourism are based on the facts that all responses are not observable and that it missed the richness of human nature, of thoughts and feelings.

### 1.4.4 Humanistic Psychology

**Humanistic or Phenomenological Approach:** The humanistic approach of American psychologists such as Carl Rogers (1902 - 1987), Rollo May (born 1909) and Abraham Maslow (1916 - 1972) posits that we are basically free to determine our own behaviour. Humanists, opine that freedom is a source of both pride and great responsibility. When personality development focuses upon the development of self, it is called humanism. It is concerned with the individual’s own perception and interpretation of events on the individual’s phenomenology. Two people might behave quite differently in response to the same situation; only by asking how each interprets to the situation, can we fully understand their behaviour.

Humanistic psychology assumes the existence of the self and emphasises the importance of consciousness and self-awareness.

Some phenomenological theories are also called humanistic, because they emphasise those qualities that distinguish people from animals-primarily their free will and their drive toward self-actualisation. According to humanistic theories, an individual’s main motivational force is the tendency toward growth and self-actualisation. Achievement is acquired as a basic need to develop our potential to the fullest, to progress beyond where we are now. Although we may be blocked by all kinds of environmental and cultural obstacles, our natural tendency is toward self-actualisation of our potential. With its emphasis on developing one’s potential, humanistic psychology has been closely associated with encounter groups and various types of “consciousness-expanding” and mystical experiences.

It is more aligned with literature and humanities than with science. In fact some humanists would even reject scientific psychology claiming that its method can contribute nothing worthwhile to an understanding of human nature.

Humanists such as Carl Rogers (1985) and other psychologists admit that their observation method have been less than scientific, vague and difficult to test due to their subjectivity but argue that subjective experience remains vital to the understanding of human nature.

**Comparison of Schools of Psychology**

**Behaviouristic Perspective:** Only concepts that can be related to observable aspects of behaviour are useful from the point of view of a science-oriented psychology.

**Psychoanalytic perspective:** According to the psychodynamic perspective, behaviour stems from continuous, and largely unconscious, struggles among hidden forces deep within our personalities.
Humanistic perspective: Psychologists who adhere to the humanistic perspective emphasise the importance of tendencies toward personal growth-tendencies in each of us to try to become the best person we can be. Only when external obstacles interfere, the growth process is interrupted; in such cases, humanistic psychologists contend, we may experience various psychological disorders stemming from disruption of our normal growth. Humanistic Perspective is a perspective in modern psychology suggesting that human beings have free will and are not simply under the control of various internal and external factors.

RECAP

Behavioural  
Focuses on overt, observable behaviour. Concepts are viewed as useful only if they can be related to overt behaviour.

Gestalt  
Emphasises the tendency to organise perception into whole and to integrate separate stimuli into meaningful patterns.

Psychodynamic  
Emphasises the role of internal forces and conflicts in behaviour. It views many actions, and many forms of psychological disorders, as stemming from unconscious impulses or forces.

Humanistic  
Emphasises the importance of tendencies toward personal growth and assumes that individuals have free will with respect to their own behaviour.

EVALUATE

1. Psychology is defined as the
   (a) study of mankind
   (b) scientific study of mind and matter
   (c) scientific study of behaviour and mental process
   (d) study of consciousness

2. Psychology is a science because
   (a) it branched out from philosophy
   (b) it employs scientific methods to study behaviour
   (c) it uses testing methods
   (d) it gathers data about behaviour.

3. The goal of psychology is to
   (a) describe, understand and analyse
   (b) describe, predict and control behaviour
   (c) describe, manipulate and control
   (d) describe, compare and analyse behaviour
4. Founder of experimental psychology
   (a) Wilhelm Wundt
   (b) Herbert
   (c) William James
   (d) None of these

5. Father of psychology
   (a) Wilhelm Wundt
   (b) Sigmund Freud
   (c) Watson
   (d) William James

Answers
1. (c)  2. (b)  3. (b)  4. (a)  5. (a)

KEY TERMS
- Psychology (p. 2)
- Aim (p. 2)
- History (p. 3)
- Sigmund Freud (p. 8)
- Anna Freud (p. 6)
- Watson (p. 9)
- Max Werthimer (p. 7)
- Ivan Pavlov (p. 10)
- Maslow (p. 11)
- B.F. Skinner (p. 10)